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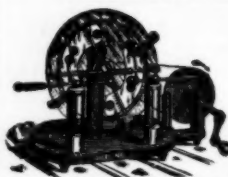
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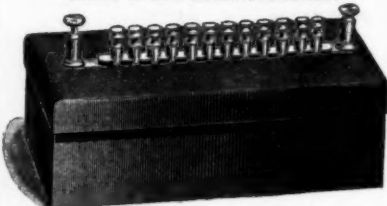
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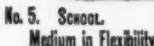
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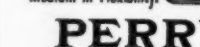
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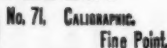
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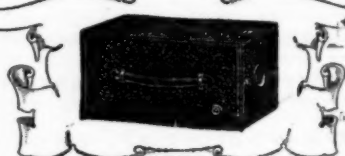


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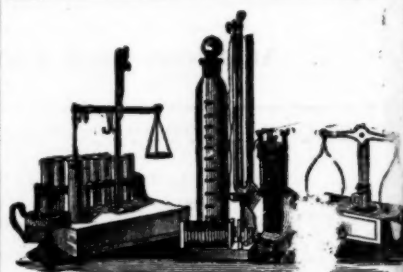


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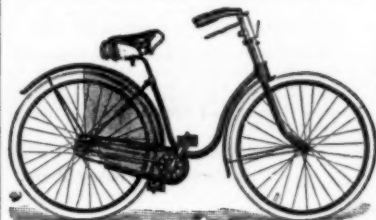
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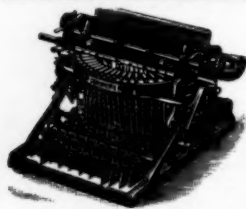
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLV.

For the Week Ending August 20.

No. 5

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The business department of THE JOURNAL is on page 118.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.

THIS number of THE JOURNAL is a sort of preface to the solid work that will begin in September, and be continued until June. The echoes of the various meetings and summer schools will be heard in these columns for several weeks. These are like conferences of military leaders before a campaign. There is to be an active movement all along the line from Maine to California; much more movement this year than ever before; because there is a better comprehension of what is to be done. All these things will be reflected in these pages if there is a co-operation on the part of the friends of education. Let them remember that it is their duty to advise us of meetings, conferences, new directions, experiments made and to be made.

THE JOURNAL is looked upon as the exponent of education in America; to make it such, teachers must be ready and willing to take their pens and employ them in writing to us of important movements. How often where this is requested comes the reply, "Oh, I can't write!" A teacher and not able to write! Among the things to be done this year, let the teacher determine to keep educational journals advised of what is going on in education.

The appointment of Andrew D. White as minister to Russia may certainly be looked upon as a recognition of the teacher-class—in part at least. Whatever fame Mr. White has won, has been won in Michigan and Cornell universities, in the former of which he was a professor, and in the latter president. Mr. White might have declined to teach; he was not obliged to teach to support himself; he sought teaching as a congenial employment, and he became a very popular teacher. It is altogether probable that he won a larger reputation as a teacher than he could have obtained in another field.

It certainly looks as though the teacher, if a man of large culture, might reasonably hope to have recognition in the world outside of his class. The trouble has been to find men of large abilities among teachers; it has been supposed such men steered clear of the school-room.

The address of Mr. White before the N. Y. State Teachers' Association made many feel a regret that he had not been heard before by that body. They felt, too, when they afterward heard of his appointment, that it was one they could heartily sanction no matter what their political association might be. Certainly President Harrison, by the appointment of Mr. White and by his speech before the National Association, made many friends among the teachers of the Empire state.

The Chautauqua movement is stronger this year than ever, and this has a meaning. The whole country is awakened into educational movement, or to movements towards mental development. The schools do not reach the minds of the people; the people feel the need of a broader civilization. Two things suggest themselves at once.

The teacher has got to be a different person from what he was before the Chautauqua movement. For example, a normal school graduate was employed to teach in a small village in New Jersey; he found a live Chautauqua circle in operation; the fathers and mothers were reading and discussing. He felt his incompetency to be the intellectual head of this community, and went away the next spring to spend two years in special university courses. One is reminded by such an incident of an attack made on a fortification at Richmond. The soldiers became animated and from walking fell to running; the officer was taken by surprise, but saw there was no way but for him to run too.

The university extension idea will compel the founding of a Chautauqua in almost every district; the teacher must become an active factor in education extension. This point has been often urged in these pages. The coming teacher must be a person of larger culture than he has been—this is written on the walls. There is meaning in the increase of normal schools; there is meaning in the addition made by these schools to their courses of study. The representative of Chautauqua in each district must be the teacher; he must stand as the exponent of education there in a large sense; he must no longer aim at the small things for which the school-keeper has been justly derided.

While it may not have any bearing whatever on the question of manual training, the fact that in the Adirondacks the teacher is paid from \$15 to \$30 per month, and that cooks in the hotels are paid from \$40 to \$90 per month is worth considering. It will be found that of all localities needing instruction in cooking and sewing the country absolutely stands first. It has somehow been supposed that "country cooking" was a model to be imitated by the cities; inquiry however shows that the country has no faith in its own cooking, that it pays well to get a cook from the city—which simply means, one who understands it. One hotel proprietor declared, "There ain't anyone here that understands it."

The outlook is better for the cook than for the normal graduate. That this does not prove cooks to be "educated" is conceded; it proves that cooking is admitted to require an amount of skill and knowledge that demands much close application and much intelligence.

It proves that it is well worth the attention of many a girl who thinks her only "way out" is through a normal school.

The selection of Albert G. Lane, of Chicago, as the president of the National Educational Association must not be considered in the light of a tribute to the general interest in the great exhibition to be held in the city where he is installed as superintendent of its public schools. Mr. Lane won a remarkable reputation as superintendent of the schools of Cook county in which Chicago is situated. The normal school at Englewood with Col. Parker as its principal came under his supervision; for eight years he had a constant oversight of this school; he followed the graduates as they went out into the county to teach. The majority of the graduates, it will be remembered, remain as teachers in the county, this being a county normal school. He saw a new spirit pervaded the work of these graduates; he saw there were deep, underlying principles aimed at by Col. Parker; he became the firm friend of the new movement that had been inaugurated at the school.

Probably no educated man has had such a peculiar and competent preparation for his work as city superintendent. He is not an old "educationist with a new education attachment." He is a man of clear, steady mind, who has embraced the new education doctrines because they are the foundation doctrines of mental development. He has been present when they were expounded at the normal school; he has seen they would "work" when put into practice in school-houses in most uninviting points on the level prairies of Cook county. The National Association has at last a firm believer in the new education as its president. The world does move.

The state of North Dakota has made surprising advances educationally. The state superintendent of schools, Hon. John Ogden, had a splendid preparation in the state of Ohio and went out into this new part of our Western world well equipped to do service among the educational institutions. Few men have had such a long and worthy experience in educational matters. His reputation is as broad as the continent.

We have watched the remarkable progress of educational matters in North Dakota with the deepest interest. The late sale of 100,000 acres of land gives the state two millions of dollars; there are besides many acres to be sold, so that the state is educationally rich. It begins with giving about \$8 to each child of school age; so that each district will get from \$200 to \$400. All this shows there has been good financial management.

Now the state of North Dakota needs an able man to see that this money is spent for genuine education. Mr. Ogden has demonstrated his ability as an educator of the first rank and he will be able to put the state on the right track. How much has been lost in our states by allowing the office of superintendent of schools to be filled by men who looked on it as pay for political services! Every state has suffered more or less in the past. The true thing is to determine that the office of state superintendent of schools shall be filled by the ablest educational man to be found.

Notwithstanding the extra care that was taken this summer to announce to THE JOURNAL readers that no papers would be published for 3 weeks, numerous letters are received inquiring the cause of "no paper." NO JOURNAL WAS PUBLISHED BETWEEN JULY 23 AND AUGUST 20.

THE PROFESSIONAL TEACHER published for the past three years as a means to enable teachers to think and teach professionally, assumes a new form and name this season; it is to be called EDUCATIONAL FOUNDATIONS and to be of *book shape*; its price is \$1.00 per year, and it is issued monthly. It will be a veritable library of education. There will be three dollars of value given for the one dollar received. (1) Materials on the history, principles, methods, and civics of education. (2) The uniform examination questions and answers of the state of New York, always sold for a dollar. (3) "Spencer's Education," a famous book, as supplement, worth a dollar.

Every one who wants to be a professional teacher should have EDUCATIONAL FOUNDATIONS. Single numbers, 15 cents, postpaid. Send ten cents for a sample copy.

A good many readers this year will be those who see this paper for the first time. Possibly they have subscribed with very little interests, expecting to get very little in return for their money. Let us tell them that we shall return them five if not tenfold. Let us tell them that we shall enable them to teach in something of a scientific spirit; that we shall point out to them the possibility of their making their school-rooms places of happiness and progress. We shall attempt, first of all, to get a right conception of what TEACHING really is before the readers of this paper. The constant effort will be to do for the teacher what he is doing for the pupil—to get him to *advance*. If every reader after taking this paper a year is resting calmly content with the little stock of knowledge he set out with September, 1891, then we have failed so far as he is concerned. We want to induce every reader to bestir himself, to study EDUCATION from the beginning to the end of the year, so that he can justly say, "I have fought a good fight."

A good number of institutes have been held this summer, and from an examination of the programs a decided advance has been made. Teaching is no longer the little petty trade, knack, or set of devices it has been in times past. True, it is not yet what it should be. And the institutes by their ancient methods prevent the progress that might justly be expected. As the teacher so the school, as the conductor of the institute so the teacher—in a large measure. It has been somehow thought that almost any man could conduct a teachers' institute; it is of equal importance with the state normal school; in some respects it is beyond it. We go for the best, the *very best* men as conductors of institutes.

The combination of TREASURE TROVE and OUR TIMES will, it is believed, make a paper for the school-rooms that the teacher as well as pupil cannot afford to be without. The OUR TIMES part will consist of a condensed account of the world's doings, fitted for school-room use, not scissored out of newspapers, but specially written for its pages. The TREASURE TROVE part will consist of things "to brighten the school-room" on Friday afternoons, and for receptions, etc. These have become famous all over the country. Let every teacher send 50 cents for one copy at least for his school for one year—ten numbers. This paper means the improvement of his school in directions not covered by the textbook.



## Editorial Correspondence.

On Friday morning, not waiting for the close of the National Educational Association, a detachment of its membership departed northward intending to come down through the ever beautiful Lake George from Crown Point and spend Sunday at Cauldwell, and then go to their Western homes. A second division made their way still further north into the picturesque mountainous regions that have become so famous under the name "Adirondacks."

The journey from Saratoga to Westport (where we were to enter this mountainous country) is over ground every inch of which is historic. The only memento to be seen is the tall monument on or near the famous battle fields of Saratoga, Fort Edward, Fort Ann, Crown Point, Ticonderoga, Fort William Henry, though names shouted in at the car door by the conductors, still awaken deep feeling. We look expectantly out of the car windows, but there are only groups of houses, and peaceful fields; the ancient fortification and signs of warfare are all gone.

We cross the outlet of Lake George and are at Fort Ticonderoga, and a contingent leaves us to sail through Lake George; while we alight and stand near the station. The steamboat landing is a part of the first fort built in 1755 by the French; back on the high ground are the walls of the barracks. A bomb-proof room is still shown, also the fort well. Among the oaks west of the railroad tunnel are the remains of trenches and embankments. Montcalm occupied this fort in 1757 on his way to capture Fort William Henry; the next year Abercrombie made an attack upon it, and lost nearly 2000 in killed and wounded. The next year Amherst came and the French now knowing they had a different man to deal with abandoned it; their hold on Lake Champlain was gone forever. Crown Point, our next station, was taken by Amherst immediately after; the French called it Fort St. Frederick.

These two forts were in the hands of the English until 1775 when Ethan Allan took Ticonderoga and Seth Warner took Crown Point. In 1777 Burgoyne retook the former and pressed on southward to be defeated at Saratoga.

All this was quickly said by a member of the National Educational Association familiar with the events and with the country; if memory serves me he has made excursions here with his class on history. We were on the cars again and merely paused at Crown Point, which is eleven miles further on, to see there iron furnaces instead of a fort. It is a drive of four or five miles to the "ruins;" there is now only a stone lighthouse on the "point" that Lord Amherst considered of so much importance that he spent ten millions of dollars in fortifying it, beginning the work in 1759, after the French had forsaken it. The ruins of the village that had sprung up under the protection of Fort St. Frederick are still to be seen beyond the lighthouse. There was much activity in trade with the Indians from 1731, time of founding, and 1759, time of capture; the strongly rebuilt fort was never used. The war was practically over when Saratoga was fought, and there has been no need of a fort at this place since.

The train rushes along the lake-shore and into Westport, and there is a sudden bustle. "There is plenty of room at the Willey House," says Branch, who is there with two of Harvey Willey's excellent three-seated mountain stages. We climb the hill out of Westport looking back on beautiful Lake Champlain and the plains and mountains of Vermont; steadily the road rises until we are in Raven Pass and alongside of the Bouquet river. We dine at Elizabethtown where the New York State Teachers' Association once met in pursuance of its plan of going about from town to town "to stir up the people," as Father Ross used to put it. Elizabethtown was not much stirred up, judging from conversations with a merchant and a citizen who had resided here long anterior to that event. They had absolutely forgotten it! And yet events of that kind, or any other,

are uncommon here; the all and all important one is the coming of the summer boarder.

The road rises steadily as we leave Elizabethtown; we round the south base of Mount Hurricane, and instead of pitching down into Keene valley turn north through a new road on the west base of Hurricane, pausing between two small buildings, one evidently a dining-room. On a steep hill to the right is a plain, unpainted, two-story building thirty feet square; there are three or four small cottages, one is pointed out as "Harris' Cottage." Dr. W. T. Harris is in the wagon following us; he is one of the lecturers in Mr. Davidson's "Glenmore School for the Culture Sciences" that is located here; several students are already on the ground.

Mr. Thomas Davidson bought here, three years ago, a wild and picturesque farm of 167 acres for \$1500, and naming it Glenmore proceeded to draw around him men and women who wished culture; also to secure teachers able to impart a desire for culture. The forenoons, 8:30 to 12:30, and the evenings, 8 to 10, are devoted to lectures; the rest of the time to quiet study and recreation; there are no games, "they usually draw an undesirable element." A cordial greeting from Mr. Davidson in his Scotch garments, brown with exposure to the sun and air of the Adirondacks, and we drive on.

A half mile further and we reach the Willey House 2000 feet above the sea and right in front of the mountains on the west side of Keene valley; it is a glorious view. There, to the extreme right, is Whiteface, 4871 feet high. Twenty miles to the southwest is Mount Marcy, 5344 feet high. The Willey House is finely situated in this glorious landscape. Harvey Willey knows how to keep a hotel; beds are good; food excellent; and one is in hearing distance of one of the finest brooks in the Adirondacks. The skilled angler could bring out a fish within ten minutes after his arrival.

In a day or two a wagon load was made up for visiting the Ausable Ponds in Keene valley, fifteen miles away. I had not seen these ponds since 1870; the impression these made upon me when we descended from Elk lake on a miserable, misty, rainy day had not been effaced; I wanted to see them again. Were they so wonderful? Yes; they are as I saw and felt them. I was not mistaken; on the left was Indian Head, beyond was Mount Colvin rising in places almost perpendicular from the water, its sharp ridge 2000 feet above. The lower lake is about three miles long, the upper two miles; they are separated by a forest a mile and a quarter in width through which a romantic path extends. On the east of the upper lake is the north end of Boreas mountain; on the west is Marcy; there is a circle of giant mountains here, for we are in the very center of the great physical tumult that occurred millions of years ago.

Returning to the Willey House it was apparent that the Glenmore school exercised a spell over nearly the whole of the thirty people there. Each morning beheld some of the people walking over to the school nearly a mile distant; each evening they went again carrying lanterns, for the road lies through a dense forest. After reaching the dining room, the physical center alluded to, the intellectual center was seen to be on a hill 120 feet high, a sort of acropolis. Numerous and profound wishes that the lecture hall was at the foot and not the top of the hill were heard.

Glenmore school is devoted to "The Culture Sciences," which have for their subject man's spiritual nature, his intelligence, his affections, his will, and the modes in which these express themselves. Culture includes a history, a theory, and a practice, a certain familiarity with which must be acquired by every person who seriously desires to know his relations to the world, and to perform his part worthily therein. The aim of the school, therefore, is twofold: (1) Scientific, (2) Practical. The former it seeks to reach by means of lectures on the history and theory of the culture sciences, and by classes, conversations, and carefully directed private study. The latter it endeavors to realize by encouraging its members to conduct their lives in accordance with the highest ascertained ethical laws, to strive after "plain living and high thinking," to discipline them-



selves in simplicity, kindness, thoughtfulness, helpfulness, regularity, and promptness.

The lectures of the school this year extend to every one of the culture sciences; but the chief attention will be directed to psychology, literature, ethics and religion. The three Semitic religions that prevail in the western world—Judaism, Christianity and Islam—will be studied in their history and relations.

The following gentlemen are giving instruction.

Prof. J. Clark Murray, LL.D., of McGill university, Montreal, on (1.) The Philosophy of Kant. (2) The Evolution of Knowledge, with special illustrations from the perceptions of sight, and special application to the general theory of the evolution of nature. (3) Social Morality.

Hon. W. T. Harris, LL.D., Washington, D. C., on the Philosophy of A. Bronson Alcott, R. W. Emerson, and the New England Transcendentalists.

Prof. John Dewey, Ph.D., of Michigan university, on the Tendencies of English Thought during the Nineteenth Century.

Prof. Josiah Royce, Ph.D., of Harvard university, on Some Recent Tendencies in Ethical Doctrine and their Outcome.

Mr. Max Margolis, Ph.D., on Jewish Literature from the Close of the Scripture Canon to the Close of the Talmud (B.C. 100—A.D. 600).

Mr. A. J. Leon (Ibn Abi Suleiman), Ph.D.

(1.) The Quran. (2) Primitive History and Religion of Arabia, and the Rise and Development of Islam (3) Manners and Customs of the Modern East, Illustrative of Biblical Antiquity.

Mr. Thomas Davidson on (1) Greek Philosophy from the Death of Aristotle to the Rise of Islam (B.C. 322—A.D. 611), and its Influence on Christian Teaching. (2.) *Æschylus' Orestea* and Shakespeare's *Hamlet*. (3) The Kingdom of God. Christianity and its Relation to Judaism.

Mr. Louis J. Block, of Chicago, on the Philosophy of Literature.

Tickets for ten lectures cost \$3; single lectures, 50 cents.

Persons attending the school board either at Glenmore, at the Willey House, or at the neighboring farms. Several occupy tents.

Board at Glenmore is \$5 a week; room \$2. And persons bring their own sheets, pillow-cases and towels, and take care of their own room.

Board and room at the Willey House is \$10 a week; for two persons occupying one room, \$18.

July 27 was spent in the following way. At 9:30 A.M. Prof. Royce read a discourse at which about 50 were present, several coming from Keene valley twelve miles distant. Then followed a discussion and questions were asked. There was a recess of five or ten minutes and then Prof. Dewey gave a talk on the philosophy of Comte. This was succeeded by a discussion; the audience mustering about 25. In the evening Dr. Harris gave a talk on Transcendentalism in New England to which about 25 listened; discussion and questions followed. The attendants at the evening exercises necessarily come with lanterns. There are few men, probably one in ten; the women are remarkably intelligent and very enthusiastic.

Mr. Thomas Davidson, the founder of this school, is a Scotchman who came to this country in 1866, was engaged in the St. Louis schools for eight years, then spent several years in foreign travel. His special field of thought is Greek and medieval history and thought. He is not a popular lecturer, as this phrase is ordinarily used. His audiences are men and women who do a good deal of thinking and reading. He lectures before the Lowell and Brooklyn institutes and has numerous classes or circles in Dante, the Greek life, and drama and poetry. He is a man of extraordinary versatility; his reading and researches cover the widest range.

Reluctantly leaving the Willey House with its extensive views of the mountains I descended into Keene valley selecting Flume Cottage. This was built by Prof. Bahler, of Summit, N. J., for his pupils to enjoy na-

ture in; they came again after graduating from college; others came with them, so that Flume Cottage has become a hotel for about forty. The building is plain, the food good, the views beautiful. The charges here are \$8 to \$10 per week. From this point innumerable excursions may be made by those liking to climb large or small mountains. A party including nearly all in the house, filling four stages, went to the Ausable ponds on one charming day; some went up on Indian Head, some to the Upper pond, all to the Rainbow Falls and Devil's Cave. It was a day to be remembered.

Prof. Bahler is an enthusiastic climber; the scarred top of Hurricane, distant seven miles rising above Baxter mountain, seems to say to him, "Make up a party and visit me." Several have ascended the Gothics and two young lady teachers from Washington left the trail and went down a wagon road that crossed it. They were missed and a rescuing party with lanterns and dogs were got out, and they were brought home in triumph. They had made up their minds to pass the night on the mountains.

But these delightful days are to come to an end; the wagon is ready to take us to Lake Placid; thence to Lake Saranac, Plattsburg, Saratoga, Albany, and New York. One regrets most of all that he cannot breathe such delicious air all his life.

A. M. K.

## Shall He Remain?

This letter from a teacher who has been in the school-room for six years, shall be answered to the best of our ability:

"I began teaching in 1886, after spending two years in a normal school; I had previously spent three years in our academy. I intended to be a teacher all my life, but I do not see that I can ever expect to earn over \$1,000 per year, (I now get \$600) as I think I ought to get more, I have found a business, a drug store, that I can go into and do better. Now I find myself hesitating. Ought I to do this?"

The question probably is, "Shall he have a business that has for its object the good of humanity for one whose aim is to make money?" It is an important one for him to settle, for if he should leave it unsettled it will come up to trouble him. Many a teacher has left teaching and regretted every year afterward.

This young man should attempt to settle the question of what he is best fitted for, and leave the question of compensation to take care of itself. He should faithfully examine himself in the school-room and out. He should look to see where he is happiest? Is he happy in doing school-room work? Does it give him real pleasure when a boy "gets hold" of a matter? Is he a comrade of the young minds in their grappling for truth? Does he joy to meet them in the morning, and, though weary, does he regret to part with them at night?

These are but a part of the questions he will ask himself. Though he receives a stipend of \$60 per month, the real reward of the teacher lies in the feeling that he is working for others, that he is benefiting them. This must be taken into the account by our correspondent; it is the reason why men worth \$3,000 per year (if their mental caliber be considered) are at work in the school-room for \$1,500. This is something in the constitution of things. A tall, fine appearing man is busying himself with painting a picture scarcely larger than one's hand; he works at it earnestly day after day. Does he do it for the money? No, he likes that kind of work.

Let us suppose our correspondent settles the question that he will remain in the school-room. To say nothing of the fact that he will be free from fret and worry about enough to live on and that he will not be behind a counter for fifteen or eighteen hours per day, dealing out drugs most of which will be a positive damage to some one, there are reasons to believe that he may obtain even more than \$1,000 per year. He has made the first step, he has been to a normal school; is he willing to take another step, and another, and another? Is he taking these steps? If so he will certainly attain to the more highly paid positions in the profession. This is a consideration he should look at as well as the allure-

ments of the drug-store. Not every drug-store makes its owner a rich man. There are probabilities of his receiving more money in teaching as well as in business. If he works as hard to advance himself educationally before the general public, as he will before the public of his town, concerning drugs, something will come of it.

This leads to presenting the case of another teacher: A. B. graduated at a normal school twenty-five years ago; he had strong sympathies and took a place at \$28 per month, where they really needed uplifting, and stayed there eight years, wages rising to \$32 per month. He went to another place at \$45 per month, and did a splendid work for six years; then to Nebraska, where he was four years, and returned with the ague; after recuperation he started in at \$60 per month, where he now is. All this time he has been a faithful teacher, doing real missionary work—doing a splendid work, idolized by teachers and parents; in each case of leaving they besought him with tears to remain. But he feels sad as he looks over this successful past; he is growing old and he has no property to fall back on.

Such a man is deserving of honor. Heaven must be pleased with such men. But has he acted in accordance with the dictates of good judgement? Has he not neglected the business side of his occupation? When he left the normal school he might have given a year to that needy place; he was worth probably \$50 per month; he donated \$20 per month to them; that was well enough for a time. Then again he was prepared to work in a broader field and do a wider usefulness. It would not have been selfish or wrong for him at the end of a year to have sought a \$60 place and let some other earnest teacher work there at low wages.

Another point that came out in the conversation with A. B. is that he never sought for a place, that he believed the place should seek the man, and not the man the place. These are good maxims, but there is another that the candle must be put in the candle-stick, and the whole set on a bushel. There has doubtless been thousands of school-boards that have wanted the services of such a man as A. B., and would have paid him \$100 all the time. But they knew of no such man; how should they? A. B. has lacked in worldly wisdom. Alas! how many, many teachers lack in that! Possibly if they had more worldly wisdom they would not teach as well. Possibly, it is not bad worldly wisdom for a teacher who has \$30 per month, to try to get \$50 per month—if he is worth it.

The Texas teachers discussed "Examinations." There is a likelihood that this will become one of the popular subjects. It is not so very long ago that a prominent teacher at a state convention was loudly applauded when, in discussing monthly examinations, he declared, "I give an examination every week."

One of the good effects that will come of discussing this subject will be the recognition of the fact that the mind has spontaneity, has self grasping and self-operating powers. "I drive the knowledge right in," says many a teacher, conceiving knowledge to be a nail, the mind a block of wood, and he the hammer. No one can come to a solid conclusion concerning examinations who does not look into the operation of the mind of the pupil; there is need of psychological study; and here we do not refer to the study of books on mental science; certainly not in the first stages.

Another question of importance must be settled. Thomas Hunter puts it neatly where he says: "What if the pupil has forgotten; we have a right to forget a good many things." Joseph Payne says (in effect), "The pupil is asked how many miles to the sun and is set down as failing if he cannot tell; I would say it is a matter of no consequence; it is not the knowledge he should be required to attain." What should a pupil know, say, when twelve years old? It is not yet settled in the minds of thinking teachers; but until it is, examinations can only be pursued, in part, with justice to the pupil.

## The School Room.

AUG. 20.—DOING AND ETHICS.  
AUG. 27.—LANGUAGE AND THINGS.  
SEPT. 3.—PRIMARY.  
SEPT. 10.—EARTH AND SELF.

### Early Lessons in Form Expression.

By GRACE HOOPER, Rice Training School, Boston, Mass.

#### THIRD YEAR WORK.

(Continued from JOURNAL, June 4.)

#### DRAWING OF OBJECTS.—ARRANGEMENT.

I would like to have the pupils draw a square, four inches in diameter, and draw the diagonals. In the center place a small

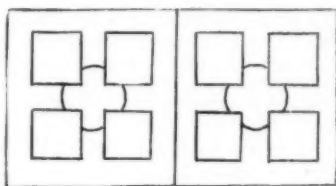


Fig. 7.

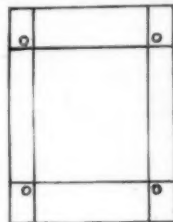


Fig. 8.

circle, and on each half of the diagonals, a square; then draw in these latter. By making another square, adjoining this, and like it, we shall form a very pretty border. (Fig. 7.)

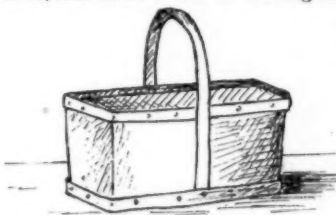


Fig. 9.

#### DRAWING FROM SQUARE PRISM.

After a review of this form, a drawing of a picture frame (Fig. 8), or one side of a chest, may be made. A basket may be modeled from the square prism. (Fig. 9.)

#### TRIANGULAR PRISM.

#### Modeling a House. (Fig. 10.)

Divide the clay into two lumps, and model two square prisms. Cut one of them into triangular prisms. Using the latter as a roof, we have a little house. Mark a door and windows with the little pointed sticks. "May I put on a chimney?" Certainly, make it as a little square prism.



Fig. 10.

#### DRAWING.

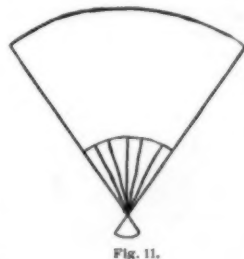


Fig. 11.

A fan may be dictated as a lesson in drawing (Fig. 11) for another arrangement; a border or drawing four squares together with their units, would give an idea of covering a surface.

#### TABLETS IN CLAY.

To-day, I am going to show you something new in clay work. I have given each one a paper square (about four inches in size). Take off a little piece of clay from the lump, and place it on the paper, then another piece close to it, then another, and so keep on till the square is evenly covered. Now work it together with the fingers, then smooth it with your thin piece of wood. Trim off the edges neatly round the square. Circular, and triangular tablets may be made in the same way.

#### NEW FORMS.

The new forms to be studied in the third year are: spheroid, ovoid, ellipsoid, cone, pyramid, and vase form.

*Material.*—If it is not possible to supply each child with a wooden model of the above forms, the ingenuity of the teacher can supply the deficiency. With the large models, which the teacher uses, the pupils may use beads, eggs, etc. Paper cones and pyramids can be easily made even by the children themselves.

Large shapes of brown paper, and smaller ones of manilla or colored paper used as before.

The study of the forms and objects based on them—drawing of each, laying tablets, and drawing the arrangement. Modeling of forms, objects, and tablets.

Paper-folding and cutting, and color—continue the work.

#### THE SPHEROID.

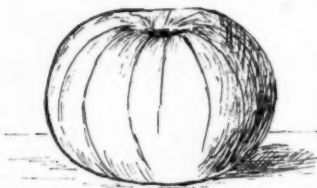


Fig. 12.

action. etc. The name, so like *sphere*, will be easily learned.

With the block, or a worsted ball, we can illustrate this lesson (Fig. 12). Our first step will be to compare it with the sphere. Note their likeness and unlikeness, then bring out its individual points same as in the lesson on the sphere, namely: its roundness, its

#### MODELING.

See how I make a spheroid in clay, children. It is very simple. Roll out a sphere like this; then holding it between the thumb and finger, gently press it on two opposite sides. You see how it flattens into shape. I wonder if any one can think of anything we could make like this in shape. I see some bright ideas in the eyes, let me hear some of them. "A door knob." "A tomato." "Some beads." Each one may model the object he has selected.

#### STUDY OF OVOID.

What am I showing to you, children. "An egg." Here are a few shells. I have taken out the inside, and you must handle them carefully, for they are very delicate and may break. Examine them and tell me about their shape. Ethel, what kind of a surface is it? "Perfectly round; no edges, nor corners." What will it do, Harry? "It will stand, and roll a little, but not like the sphere or spheroid." I wonder why it will not roll like the sphere, Mabel? "Because it is not evenly round, but larger in some parts than in others." If I hold it in this position, what shape do you see? "A circle." And in this position? "I do not know." Have you the shape on your desk? "Yes, in paper."

We name it an *ovoid*—and the block we call an *ovoid*. (Fig. 13.) (Drill on the terms.)

#### ARRANGEMENT.

With the two shapes, which represent the two views of one ovoid, the circle and oval, we can make a very pleasing figure, and draw it. I shall allow you to trace round the oval, until you have had more practice in drawing it. Take the large paper circles, and place the small ovals on the diameters, and the circle as a center piece. (Fig. 14.) If we did not have some guide lines

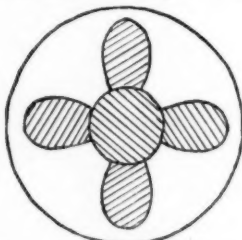


Fig. 14.

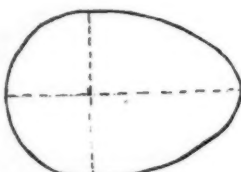


Fig. 15.

on which to place our small tablets, our figure would not look even or symmetrical, as they say. See how unpleasant this figure would be to look at.

#### DIAMETERS OF OVALS.

Folding through the long way, we find one diameter, and how do the halves look, Amy? "Both are the same." Fold across the widest part about one-third from the end. How are these parts, James? "They are unlike each other, and the other two also." (Fig. 15.)

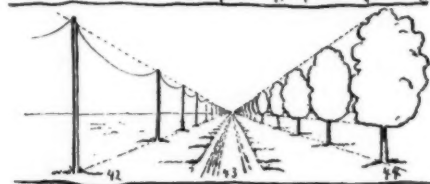
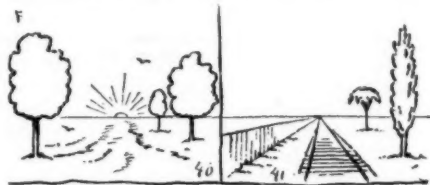
It is reported that the postmaster-general has adopted the designs for a new series of postage stamps to be issued in commemoration of the discovery of America. The issue will include all values and will bear designs of a historic character, each representing some incident in the life of Columbus or picturing something appropriate to its purpose.

## Primary Drawing. VI.

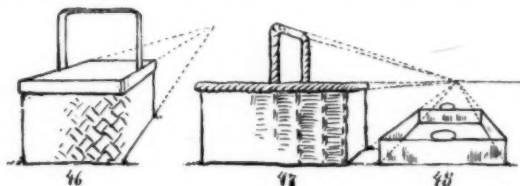
By D. R. AUGSBURG, Supervisor of Drawing, Salt Lake City, Utah.

#### HORIZON LINE.

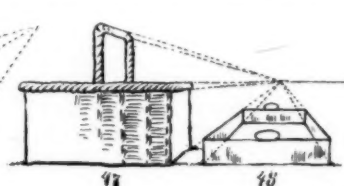
Teach the level of the eye. (1) Take the pointer and hold it horizontally above the level of the eye? Ask, "Am I holding the pointer above or below the level of the eye." Lead the class to recognize when the pointer is held above the eye, below the eye and on a level with the eye. (2) Charles, you may take the



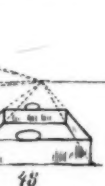
pointer and hold it above the level of the eye, below the level of the eye, on a level with the eye. (3) Joseph, you may go to the blackboard and draw a horizontal line above the level of your eye, below the level of your eye, on a level with your eye. (4) Mary, you may take this box and hold it above the level of your eye, below the level, on a level. (5) Ask if any have ever been to the seashore or on a level plain; if so, if they have ever noticed the long line where the earth and sky seem to meet. (6) Draw a long horizontal line lightly on the blackboard, and represent the sun rising and some trees to give it the appearance of a landscape, as in Fig. 40. Teach the class that this long line is the *Horizon line* and that it represents the *level of the eye*. Drill on this point by placing various objects in the picture and asking if they are above or below the level of the eye. Draw a bird flying above the horizon line, and one below, and ask the class where they are, above or below the Horizon line. Ask if the tree tops are above or below the Horizon line; the tree trunks. Mary, you



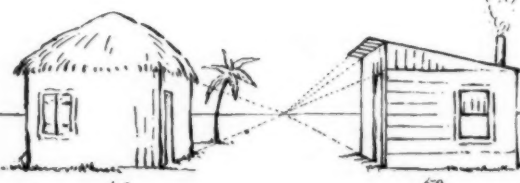
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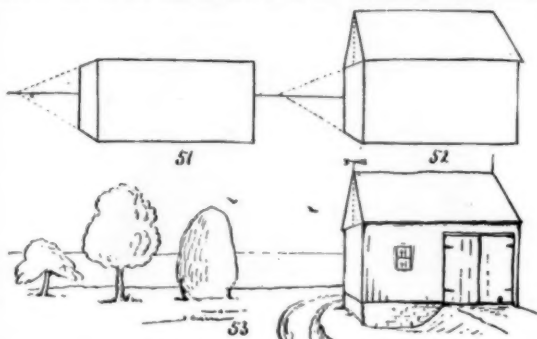
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"I am ashamed," she reiterated to herself, "and I will do better. I deserved the rebuke, but I will never deserve it again."

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Large shapes of brown paper, and smaller ones of manilla or colored paper used as before.

The study of the forms and objects based on them—drawing of each, laying tablets, and drawing the arrangement. Modeling of forms, objects, and tablets.

Paper-folding and cutting, and color—continue the work.

#### THE SPHEROID.



Fig. 12.

action. etc. The name, so like *sphere*, will be easily learned.

#### MODELING.

See how I make a spheroid in clay, children. It is very simple. Roll out a sphere like this; then holding it between the thumb and finger, gently press it on two opposite sides. You see how it flattens into shape. I wonder if any one can think of anything we could make like this in shape. I see some bright ideas in the eyes, let me hear some of them. "A door knob." "A tomato." "Some beads." Each one may model the object he has selected.

#### STUDY OF OVOID.

What am I showing to you, children. "An egg." Here are a few shells. I have taken out the inside, and you must handle them carefully, for they are very delicate and may break. Examine them and tell me about their shape. Ethel, what kind of a surface is it? "Perfectly round; no edges, nor corners." What will it do, Harry? "It will stand, and roll a little, but not like the sphere or spheroid." I wonder why it will not roll like the sphere, Mabel? "Because it is not evenly round, but larger in some parts than in others." If I hold it in this position, what shape do you see? "A circle." And in this position? "I do not know." Have you the shape on your desk? "Yes, in paper."



Fig. 13.

We name it an *oval*—and the block we call an *ovoid*. (Fig. 13.) (Drill on the terms.)

#### ARRANGEMENT.

With the two shapes, which represent the two views of one ovoid, the circle and oval, we can make a very pleasing figure, and draw it. I shall allow you to trace round the oval, until you have had more practice in drawing it. Take the large paper circles, and place the small ovals on the diameters, and the circle as a center piece. (Fig. 14.) If we did not have some guide lines

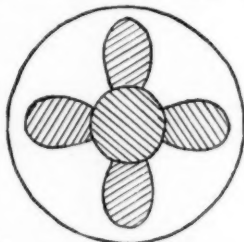


Fig. 14.

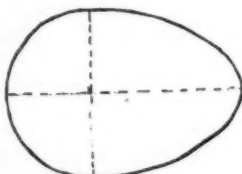


Fig. 15.

on which to place our small tablets, our figure would not look even or symmetrical, as they say. See how unpleasant this figure would be to look at.

#### DIAMETERS OF OVALS.

Folding through the long way, we find one diameter, and how do the halves look, Amy? "Both are the same." Fold across the widest part about one-third from the end. How are these parts, James? "They are unlike each other, and the other two also." (Fig. 15.)

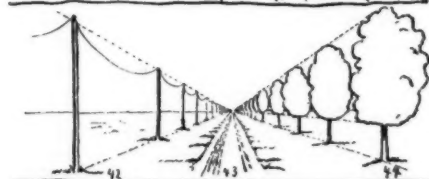
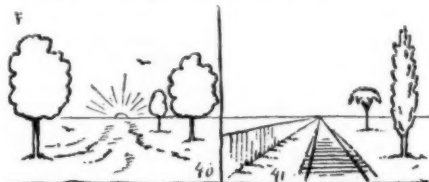
It is reported that the postmaster-general has adopted the designs for a new series of postage stamps to be issued in commemoration of the discovery of America. The issue will include all values and will bear designs of a historic character, each representing some incident in the life of Columbus or picturing something appropriate to its purpose.

## Primary Drawing. VI.

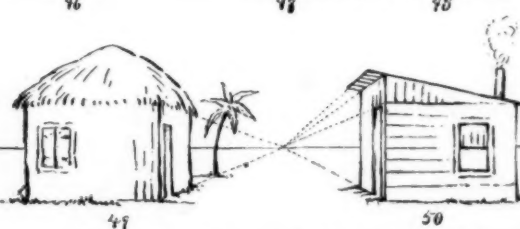
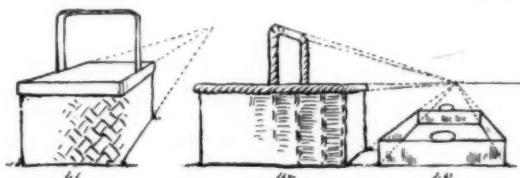
By D. R. AUGSBURG, Supervisor of Drawing, Salt Lake City, Utah.

#### HORIZON LINE.

Teach the level of the eye. (1) Take the pointer and hold it horizontally above the level of the eye? Ask, "Am I holding the pointer above or below the level of the eye." Lead the class to recognize when the pointer is held above the eye, below the eye and on a level with the eye. (2) Charles, you may take the



pointer and hold it above the level of the eye, below the level of the eye, on a level with the eye. (3) Joseph, you may go to the blackboard and draw a horizontal line above the level of your eye, below the level of your eye, on a level with your eye. (4) Mary, you may take this box and hold it above the level of your eye, below the level, on a level. (5) Ask if any have ever been to the seashore or on a level plain; if so, if they have ever noticed the long line where the earth and sky seem to meet. (6) Draw a long horizontal line lightly on the blackboard, and represent the sun rising and some trees to give it the appearance of a landscape, as in Fig. 40. Teach the class that this long line is the *Horizon line* and that it represents the *level of the eye*. Drill on this point by placing various objects in the picture and asking if they are above or below the level of the eye. Draw a bird flying above the horizon line, and one below, and ask the class where they are, above or below the Horizon line. Ask if the tree tops are above or below the Horizon line; the tree trunks. Mary, you

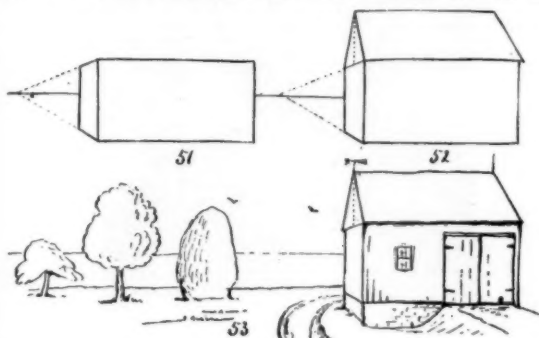


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wore as she took her seat of dishonor, assured him the tonic was taking effect.

When her class was called to recite, he was agreeably surprised by the first perfect recitation he had heard from her in a long while, although she was a natural scholar, and learned so easily and comprehended so readily; it was a double trial to her instructors when she failed in her allotted tasks. In the recitation rooms also the assistants quickly recognized the advantageous change. They had been accustomed to style Miss Burton "the barometer" of her class, for so subtle yet powerful was her almost unconscious influence, it pervaded the entire moral atmosphere of the room. One glance at her expressive countenance as she entered the class-room was enough to reveal to the anxious teacher what she might expect during that hour of recitation. If Miss Burton bore herself with dignity, and none could look more dignified than she when she chose, the teacher thanked God and took courage, for she knew hers would be an easy task that day; but if a spirit of mischief lurked in those dark eyes, with sinking heart the poor teacher rallied all her mental forces to meet becomingly the impending ordeal.

On this particular morning, Miss Burton's face wore a look of such calm resolution, the foreboding heart of the weary assistant leaped for joy, as she interpreted the look aright and hailed it as the harbinger of better days to come. Not so agreeable, however, to the kindred spirits among her companions, was this new departure of their acknowledged leader. They missed the good times they had been wont to have under her inspiration, and were reluctant to yield their unprofitable harvest of fun. But nothing could divert Miss Burton from her firm resolve. Spite of entreaties and ridicule she held fast to her settled purpose.

So the days sped on, each showing, as it passed, her feet still following the path of duty, bringing its daily reward of renewed affection in the hearts of her teachers, and constant and rapid progress in her studies. The month waxed and waned to its close. Again the inevitable placing day came around, and again the anxious pupils awaited its unforeseen developments. With a beating heart Miss Burton prepared to listen to the report of her own class. She knew she had done her level best through the entire term. Sometimes wearied in, and almost tired of the unusual application, she had been even tempted to give it all up. More than once, unwittingly, she had almost fallen a prey to former habit, and yielded to an overpowering desire for the old time mirth. Yet she had saved herself in time and risen superior to the temptation; so now, feeling in the main she had been faithful, she was prepared to receive a certain measure of reward for work well done. At least her real purpose would be accomplished, and the foot of the class would not claim her again. She even ventured to hope she might take rank in the first half of her class. But neither she nor her schoolmates were at all prepared for what actually did happen when the master, with smiling face and in ringing tones proclaimed:

"Sophomore class, No. 1, Miss Burton!"

For one moment profound silence reigned throughout the room. The next, came a hearty spontaneous burst of applause, which the master did not seek to repress.

At the first mention of her name, Miss Burton gave a start of surprise, followed by a questioning look which changed into evident embarrassment at the unexpected demonstration from the school.

As she still retained her seat, however, making no move to take the place of honor assigned her, the principal asked in surprise: "Why do you hesitate, Miss Burton? Did you not understand me?"

With perfectly respectful mien the young lady replied: "I understood you, sir, but I realize this is the first day of April."

A hearty burst of laughter from both teachers and scholars followed this unexpected answer, it was so evident the poor girl believed her unlooked-for good fortune to be all a joke, and no reality.

But after the merriment had subsided, the master, with an accent of reproof, inquired of Miss Burton if she really believed him capable of perpetrating so cruel a joke, even on All Fools' Day?

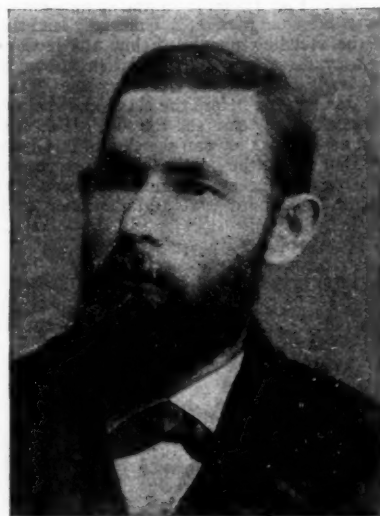
With many expressions of esteem and commendation, he assured her never was honor more merited or more faithfully attained, although he could not wonder at her hesitancy in grasping so changed a situation. We will only add that the high position so unexpectedly attained was held by Miss Burton throughout the remainder of her high school course, and she graduated with honor, at the head of her class.

But she never forgot the few hours of shame and suffering she experienced at her deep humiliation, nor did she ever cease through long years afterwards to thank her faithful teacher for the timely spur of severe but salutary rebuke, that goaded her to grand achievement, and the fulfillment of duty.

Truly said the wise man in his wisdom, "A word spoken in season, how good it is."

Teacher: "Johnnie, what is the highest form of organic life?"  
Johnnie: "The man in the moon."

## The Educational Field.



George G. Groff, M.D.

Dr. Groff was born in Pennsylvania, 1851. He was educated in public schools, West Chester State normal school, Michigan university, and Long Island college hospital, Brooklyn, N. Y. His whole life has been that of student and teacher. He has taught in the public schools of his state, in West Chester State normal school, and for the past twelve years in Bucknell university. He has devoted much time to institute work in different sections of the country.

For several years Dr. Groff was a surgeon in the National Guard of Pennsylvania. He also organized the sanitary work of the state at Johnstown, Pennsylvania, after the floods of 1889 with so great success that the desolated valley was placed in the best possible condition to resist any epidemic.

He is at present devoting much time to the study of sanitary problems and giving the results in lectures at schools and farmers' institutes.

At the present time he is president of the Pennsylvania state board of health, sanitarian to the state board of agriculture, professor of organic sciences in Bucknell university, and lecturer on hygiene in a number of schools.

### Chautauqua.

Chautauqua must be seen to be appreciated, it must be studied to be understood. A casual reading of the detailed program is bewildering, and one not well acquainted with the methodical workings of the place merely exclaims, "It is too much for hot weather, it is impossible." But those on the ground find some phase of work which they may pursue quietly and deliberately and pleasantly even in hot weather.

Chautauqua is a municipality whose citizens are bent upon the development of their intellectual, or moral, or physical being, or for that matter all of the three. It has its homes, but the domestic cares, which elsewhere fret and worry, are here side-tracked to make way for high thoughts. Society is here, but its methods are invigorating and elevating. Chautauqua, in short, is a city where education is the predominant idea.

One soon finds on becoming a Chautauqua citizen that he is hardly big enough to take all that is offered on the program and so he settles down to some "line" or lines of work. There are five courses of study open in special subjects, yet the general result is towards breadth rather than specialization.

Chautauqua shows better than any other place perhaps, how, when unbiased by special influence, man tends to develop himself on all sides.

The Teachers' Retreat, one of the main features here, has just closed a successful season, teachers from twenty-eight states, two territories, and the Dominion of Canada being present. Almost every station and grade in the profession and almost every shade of religious belief and unbelief were represented.

By far the greatest part of the work in pedagogy is done by Col. F. W. Parker and the other members of the faculty of the Cook County normal school; thus there is the advantage of a thorough acquaintance with each other's aims and ideas, and they

are therefore able to develop the idea of *concentration* in teaching the teachers. In concentration it is meant that the teacher shall present the subjects to his pupils in their natural and necessary relations. In doing so, one subject becomes explanatory of another and by this means the subject matter presented stands forth in the pupil's mind as an organic whole. As opposed to this idea, teachers have usually so presented the different subjects that they appear to be unrelated fragments. The one leads to economy; the other to dissipation of energy. It is only by the strict following of the *concentration plan* that the teacher can hope in the future to keep his pupil in step with the increasing demands of the times.

A new model school-house had been promised for the retreat this year, as well as a new amphitheater and a complete system of sewerage for the assembly. None of these promises could be fulfilled on account of the serious illness during the spring of the efficient manager, Dr. Duncan. Next year, however, all three will be provided. In consequence of the delay this year, part of the work of the retreat, was done in a room in the College of Liberal Arts.

There is apparent in the teachers who attend the retreat an energy, and a disposition for hard work, which could hardly be expected of those who have just closed a long year of labor. But here they entered upon their duties at eight o'clock in the morning, and with the exception of an intermission of an hour and a half at noon, work was continued until five in the evening. The forenoon session was taken up by lectures on psychology, pedagogics, history, geography, and number. In the afternoon, divided into three sections, work in chalk modeling primary methods, and elementary science was taken up. The work in the latter subject was wholly practical laboratory work. The management, appropriated a sufficient sum to equip quite fully a room which would accommodate from forty to fifty pupils. The actual observations of the teachers during the session were made the basis of the work done in showing the order of development of the different subjects and their relation to each other.

In the closing exercises of the retreat the majority of the teachers expressed themselves as being in favor of a six weeks' session instead of three weeks. This would indeed more than double the efficiency of the work done, but there are those who would object to giving up almost the whole of their vacation to hard study.

I must briefly allude to some other features of Chautauqua life. The lectures in the University Extension Courses were popular and largely attended. The lectures on American history by Prof. Moses Coit Tyler and on the Poetry of Browning by Prof. O. Seaman have been especially fine. The evening audiences in the amphitheater have grown outward and into the wings until every seat in the great auditorium is taken. It is here that the illustrated lecture, music, and dramatic readings bring the Chautauqua day to a delightful close. The eleven o'clock sermons, the feature of Sunday, have been delivered by Prof. Tyler, Pres. Thwing, and Pres. Gates. They have been full of inspiration to the great audiences assembled to hear them. The Sloyd school, conducted by Mr. W. J. Kenyon, attracted workers; the bicycle school, the gymnasium, the schools for cooking, sewing, fancy needle work, typewriting, stenography, and photography all had earnest pupils; so that one feels himself in a hive of intellectual industry.

A CITIZEN.

The Cook County Teachers' Institute will be held at the normal school, at Normal Park, from August 29 to September 2 inclusive. County Superintendent Bright is well pleased with the present outlook for the institution, and believes it will be the most successful one yet held. The scope of the work has been considerably enlarged, there being this year nine sections, whereas heretofore there has never been more than seven.

These sections are for the first, second, third, fourth, fifth, sixth, seventh, and eighth grade work, and in addition there is a county school section. This work is under the control of the following teachers assigned to the grades in the order given above: Anna J. Davis, Charles W. Farr, E. E. Turney, William J. Black, William M. Griffin, N. D. Gilbert, H. J. Barton, Frank E. Sanford, and Peter A. Downey. Work in the different sections will be begun at 10 o'clock each morning and continue until 3:45 each afternoon.

A September institute will be held for four weeks in the Cook County normal school for unemployed teachers who hold licenses to teach. The following daily program of subjects will be observed. The hours will be arranged at the close of the county institute:

Pedagogy—Colonel F. W. Parker.  
Arithmetic—William M. Giffin.  
Science—W. S. Jackman.  
Relief Map Drawing—Ida C. Heffron.  
Geography—Zonia Baber.  
Calisthenics—Charles J. Kroh.  
Reading—Mrs. F. W. Parker.

At a meeting of teachers during the convention of the New York State Teachers' Association held at Saratoga, a new organi-

zation was formed called the N. Y. State Art Teachers' Association. Prof. E. C. Colby, principal of the Rochester Athenæum and Mechanic's Institute was elected president. Miss E. A. Carter, art instructor in the Y. W. C. A., New York, vice-president; and Miss Maria P. Bockee, Supervisor of Drawing, Poughkeepsie, secretary and treasurer.

Executive committee: Chas. A. Bennett, College for Training of Teachers, 9 University Place, New York; Miss Angel, art instructor in the State Normal School, Geneseo and Miss Emma A. Asbrand, supervisor of drawing, Syracuse.

The object of the association is to give the teachers of the state an opportunity to meet and discuss methods, to secure an interchange of thought based upon the actual experience of its members, and to promote a truthful appreciation of the value of art and industrial education.

Anyone interested in the work of education shall be eligible to membership on the payment of the annual fee of fifty cents. It is desirable that those who wish to become members send their names to the secretary as early as possible, as a midwinter meeting has been proposed, and circulars will be prepared and sent to every member, announcing the topics to be considered, the time, and the place of meeting.

A new school, to be called the New York School of Applied Design for Women, is to be started in New York this fall. At the completion of the course of its instruction the young women will be ready to enter a new field of work. They will be qualified to be designers of carpets, wall-papers, oilcloths, etc.

The school building is situated at the corner of Twenty-third street and Seventh avenue, and will be opened September 19, 1892. The special feature of the school, and where it differs from any other in existence, is the fact that its instructors are practical men and women, who are actually employed in manufactories or architects' offices.

The course of instruction is divided into two departments. The elementary department comprises a course in geometrical design, conventionalization of natural forms, a course in colors, a course in historic ornament extending through the entire period covered by the foregoing courses. The advanced department covers the application of design to the manufacture of wall papers, the application of design to the manufacture of carpets, and the application of the elementary instruction to the work of an architect's draughtsman. No fixed period for the course of instruction will be established. The bright ones will not have to wait for the dull ones. The directors of the school are: President, George L. Ingraham, Justice of the Supreme Court; Rev. John Wesley Brown, D.D., rector of St. Thomas' church; Benjamin C. Porter, N. A. D.; William H. Fuller, of Warren, Fuller & Co.; secretary and treasurer, Miss Ellen J. Pond, office at No. 200 West Twenty-third street.

Dr. Mary V. Lee, a prominent member of the faculty at Oswego state normal school died July 23, at Rochester, N. Y. Dr. Lee graduated from the state normal school at New Britain, Ct., in 1860. Two years later she was sent by State Supt. Camp, of Conn., to Oswego to learn the Pestalozzian methods just then introduced into that school. She became first assistant in the state normal school at Winona, Minn., where she remained for many years, afterwards graduating from the medical department of Michigan university. In 1874 she entered upon her work at Oswego as teacher of physiology and methods where she has since remained. After two years spent in Europe in special study Miss Lee adopted the Delsarte system of gymnastics, which she has introduced with excellent results in the Oswego school. She was a woman and teacher to exert a strong influence over those about her and this influence has ever been used to secure the broadest culture for the pupils in her charge.

The coming of Mars to opposition August 6, when he was 35 millions of miles away attracted great attention this year. Why? Because the public school has given a very large number of the people of this country some definite ideas concerning astronomy. Let the teacher take courage; to him is due that this brilliant spectacle in the heavens is understood.

In 1877 when the last opposition took place, the largest telescope was that at Washington having a 36-inch aperture. Now the telescope at the Lick observatory has a 36-inch aperture; those in Pulkowa and Nice have 30 inches; that of Greenwich has 28; those in Paris and Vienna have 27 inches; that in Gateshead, England, has 25 inches; that in Mt. Hamilton, Va., 26 inches.

Mars has two moons; Deimos with a diameter of 7 miles, and Phobos with a diameter of 5½ miles; the former goes around in 30 h. 17 m. 54 sec.; the latter in 7 h. 39 m. 14 sec. Astronomers see no reason why the planet is not inhabited; they laugh at the idea of communicating with its inhabitants if it has any.

A preliminary meeting was held August 8, of representatives of railroad associations in Chicago over a schedule of passenger



rates for the World's fair, but no action was taken. The roads traversing thickly settled portions of the country were inclined to favor higher excursion rate than those lines which traverse sparsely settled territory, and in the end it was practically conceded that it would be necessary for each passenger association to act independently upon the question of excursion rates in accordance with local conditions. It is said the Canadian Pacific and the Grand Trunk of Canada are contracting to carry passengers from Montreal and Quebec to Chicago and return for \$18.

The Catholics of Manitoba have decided to maintain separate schools for their children, though they pay taxes for public schools. It is plain the English government is going to follow the American plan—public schools for all; if not satisfied, open and pay for those that suit you.

Is there any significance in the fact that up to the first of July there were sixty vacancies in the Annapolis Naval Academy? Here is an opportunity to secure an excellent practical and scientific education. There are places for 371 cadets in the academy, one for each congressional district, one for each territory, one for the District of Columbia, and ten appointed by the President at large. Of the vacancies, the Northern states represent thirty-six, and the South twenty-four. New York owns five, Massachusetts four, Pennsylvania eight, and even Maryland with the academy at her capital, has two. Is education so cheap that it goes a-begging?

President Harrison honored himself, when he paid the following tribute to the female teachers at the National Educational Association at Saratoga:

"If it is more blessed to give than to receive, this is a blessed audience, for I do not know any class of our people who give so largely in excess of their receipts as the instructors of the young, and especially the female teachers."

The "blessed" part of the audience will not fail to appreciate the blessedness of a chief official who did not forget to say this.

A young college graduate of great promise made application to an educational bureau for a position as principal of a high school. In a short time he received the information from the manager of the bureau that he had just failed to secure for him one of the best positions in the United States, owing to the fact that his credentials has spoken of him as "Prof." "I don't want any young man, however bright he may be, who will allow himself to be called 'Professor,'" said the shrewd old chairman of the committee on teachers. "I will wait till he has outgrown that, and in the meantime look somewhere else." The young man is now, plain Mr. and has learned a lesson worth more than the lost position.

Prof. McConnon, of Wilkesbarre, Pa., has his high school pupils make drawings of the apparatus used in the instruction in physics, with descriptions of the experiments and why they were given. Not much doubt as to whether pupils are thorough in their work, after such a test.

Among the school-works on exhibition at Saratoga was knife-work by pupils of the Buffalo public schools from eight to twelve years old, made under the direction of Miss Gratia L. Rice, the supervisor of drawing. These consisted of tiny chairs, sleds, ladders, wheelbarrows, square, oblong, and round tables, toboggans (known among boys as "double rippers"), circles, squares with miter joints that would do credit to a skilled carpenter. A knife was the tool, and cigar boxes the material.

The *Kindergarten News* of Buffalo, N. Y., twenty-five cents a year, is published to inform people regarding Froebel's ideas, and to induce public spirited individuals to organize local free kindergartens. It has a good mission and a large field.

Andrew D. White, who was recently appointed minister to Russia, has won for himself an eminent place in education as well as in public life. After graduating at Yale college and studying abroad he became a professor of history in Michigan university. While a member of the New York state senate in 1864, he became acquainted with Ezra Cornell, whom he greatly aided by counsel and legislative influence in founding Cornell university at Ithaca. He also introduced a bill into the legislature codifying the school laws and creating the new system of normal schools. He was chosen president of Cornell university in 1866, and ably filled that position until he resigned on account of ill-health in 1885. In 1871, President Grant appointed Mr. White, one of the commissioners to San Domingo to report on the desirability of annexing that republic to the United States. On the death of Bayard Taylor in 1879, he was made minister to Germany. Mr. White is the author of many books, and has also written extensively for the magazines.

A local paper in one of the large cities under the title "Native Wit," gives some amusing results of a recent examination of teachers. It says:

"Above all it has been proven that the seekers after pedagogic positions are in the majority lamentably ignorant, even in primary subjects, and not fit persons to pose as instructors of the growing children. Normal training is demanded. Those who would teach should first qualify themselves for their proposed life work."

"In the course of their work the examiners have found errors—ludicrous and imbecile, answers to simple questions put in such a way that a first year high school pupil would laugh at their tunny phases. And such folks wanted to teach. A few examples of the cases in point are sufficient to bear out any seeming harshness in the above criticism. The would-be principals were required to try examinations in arithmetic, algebra, geography, spelling, physiology, physics, civil government, composition, American history, geometry, grammar, and rhetoric. One of the plucked candidates is an ex-principal with several years' experience. He managed, on a marking basis of 100 per cent. to pass in arithmetic, 14 per cent., physics, 11 per cent., algebra, 10 per cent., geometry, 10 per cent. A high stool and a paper cap would be the reward for the school boy who passed with such flying colors as did this man."

"A college man in the spelling test of twenty words was able to correctly write just two words. His standing was only 15 per cent."

A relief map showing San Francisco, San Mateo, Santa Clara, and Santa Cruz counties, Cal., is being prepared at an expense of \$10,000 for exhibition at the World's Fair.

W. P. Cochran has assumed the editorship of the *Southern Illinois Teacher* published at Carbondale, and in very manly words says, "Should we discover that for lack of adaptation or for other reasons we are unsuited for this work, and unable to make the teacher a practical and helpful journal. We will lay down the pen and resume the ferule." These are hopeful words. He speaks repeatedly of making "a journal for Southern Illinois." What Southern Illinois wants is what Northern Illinois wants—it is what all the country wants. There is solid worth in the first number Mr. Cochran sends out; if anything it is too "newspapery." The journal the teacher needs is quite other than the newspaper; teaching being an art that proposes character as the end, the journal that will help him most to this end is the one that should be aimed at. Best wishes.

The New York State Press Association met at Buffalo, and there made an excursion to Chautauqua. Ex-State Charles R. Skinner responded to Chancellor Vincent's address of welcome, making such a concise, thorough statement of the educational problem, that Chancellor Vincent immediately desired to secure him for the Chautauqua platform and requested the association to designate Mr. Skinner as their representative to make an address at Chautauqua next summer. This appreciation is well deserved.

A county superintendent now and then gets time to write poetry, amid the multiplicity of his business cares. A little booklet, *Pearls from the Pen*, by County Supt. S. F. Fiester, of Iowa, contains a dozen short poems. They are all of a serious, thoughtful nature.

In calling attention to the TREASURE TROVE supplement, OUR TIMES readers will notice the premiums offered to subscribers. This is only an outline list; send for the illustrated one. Premiums apply to subscribers to the combined OUR TIMES and TREASURE TROVE. At fifty cents a year it is easy to get a dozen or half a dozen subscribers among your own friends, and earn the different premiums. Or, you may take advantage of the club rates (40 cents) without premiums.

The offer of the student camera is an inviting one at this season of the year. The books should be in the hands of every reader. There are premiums for teachers and for the pupils. All take hold and earn them.

Kate Field, referring to Washington school exhibits, says: "The girls seemed to be almost as prominent as the boys in the samples of carpentry, but apparently not a boy had been seized with a desire to learn to cook or sew."

New York will exhibit at the World's fair sections of all the trees which are indigenous to the state. Of these there are 43 species and 85 varieties, a number which are not excelled, it is claimed, in any state in the Union.

Richard Esterbrook, Jr., of the Esterbrook Steel Pen Company, died at his home in Bridgehampton, L. I., Aug. 6. He was born in England in 1836, and came to this country in 1855, with his father, Richard Esterbrook, who is founder and present head of the company. In 1860, the firm of R. Esterbrook & Co., was formed—father and son being the firm—and the manufacture of steel pens was begun at Camden, N. J. In 1866, the business was incorporated under the present title. Since that time it has attained a wonderful growth. Richard was vice-president of the company until 1888, when he retired from any official connection with it. He leaves a widow and four children.



## Correspondence.

*To the Editor of THE JOURNAL:*—Since my return from a recent visit to Hampton I was asked what I had observed while there as the relative quickness of the negro and Indian in industrial work. My stay was too short for a thorough inspection which one should have in order to give his opinion weight, and in answering the question I shall have to depend somewhat on information obtained by inquiry. Briefly stated the facts seem to be these. The leading inclination of the negro is to work without thought, to plod along at a given task, aiming at doing as large an amount as is convenient with less regard to its quality or the consequences to himself. The Indian on the contrary is more careful and thoughtful, primarily more concerned about the quality of his production. A single fact stated to me by one of the foremen illustrates this. A circular saw is used to strip oak plank for truck and wheelbarrow frames, etc. It has proved unwise to set a negro to run this saw. Three of them in succession have disabled hands as a result of attempting it, a calamity which has befallen no Indian as yet. In these traits they show their training for generations, as the negro has always been driven to work and refused all brain development, while the training of the Indian in independence and care for his own wants has sharpened his wits.

The Indian seems more reliable about everything requiring brain power, such as judgment in getting out stock and doing it economically. In such work he will do more than the negro, though the latter is quicker at anything which is simple plodding.

A case is told me of an Indian boy who, though when he came knew but little English, made in a short time under direction of his foreman, a complete light express wagon, getting out the stock himself for all of its parts.

Much of farm work perhaps the negroes do as well as the Indians, though here a difference is seen which might be understood by suggesting that if the two were set to weeding and some weeds were afterwards found to have been broken off at the surface of the ground and some pulled up by the roots the larger proportion of the former would probably be where the negroes had worked and the latter the Indians, not that this would be positively true in every individual case, but such is the race tendency.

If the policy of the school were to develop the more promising candidates, then principal attention should be turned toward the Indian race; if to elevate the more needy, then the African has a paramount claim.

GEO. B. KILBON.

Springfield, Mass.

*To the Editor of SCHOOL JOURNAL:*—A teacher—a lady—makes the following suggestion with regard to the weekly holiday in public schools. What do JOURNAL readers think of it?

"It has for years been the experience of all teachers in the public schools that the work of the pupils on Monday was the most unsatisfactory of any day of the week. When they leave school on Friday night their thoughts are not on the lessons of the following Monday, but upon the good time they are going to have on Saturday. Of course they do no studying on Saturday and unless they break the Sabbath, they will come to school on Monday morning with imperfect lessons.

"The teachers would be greatly benefited by the change. The teachers get very little rest on Saturday. That is the day upon which they do their shopping and this is not the easy task that the newspapers say it is. It is especially hard on Saturday, for the stores are crowded and one is jostled, and pushed and worried so, that when she gets home, she feels that she has done the hardest day's work of the week. Many of the teachers do their own sewing, so that between shopping and sewing Saturday is a day of hard toil. Many of them also do considerable work in the churches as teachers of Sunday-school classes, and with the work they do on Saturday at their homes, and on Sunday in the churches, by Monday morning they are as tired as they were when the week's labors in the class-room closed on Friday afternoon. Saturday is also a bad day upon which to transact business, because the banks are closed in the afternoon, and that is the portion of the day that the teacher devotes to her or his business affairs. With Monday to themselves they could transact their business with half the annoyance they suffer under the present arrangement. If the schools were kept open on Saturday the teachers would go home Saturday afternoon with the certainty of having before them one night and one day for rest. On Monday they could attend to their personal business, and would be prepared to take up the work of the school-room with more energy than they do now.

"If there is anything that is settled it is that Monday is the American wash-day. Monday is a day when there are always many pupils absent from school. The excuse they give is that they had to stay at home to mind the baby while their mothers did the washing. The change that I have suggested would do away with this annoyance to the teachers."

C. D.

*To the Editor of SCHOOL JOURNAL:*—Remembering the happiest year of my school life makes me wish that I could let my scholars share in that enjoyment. That year was the third year in the high school. My pupils are little primary people. Still I am sure that if I had the funds, I could give them the same satisfaction. The reason I enjoyed that year so much, was that we studied English literature, and whenever I had leisure, I took my Cleveland and coned the poetry therein. In that year, without attempting to do so, I committed all the extracts from Shakespeare and Burns, Milton's Ode and Hymn on the Nativity, Gray's Elegy, Collins' Ode to the Passions, and various other classics. I need not assert what an advantage such treasures prove. I remember that, in my grammar school days, what little poetry there was in that eternal Fourth Reader was quickly committed. Now I think we teachers all realize that, do the best we will, our brightest pupils have some leisure. Now is there a child in the land, who has reached second grade, who would not enjoy Whittier's Child Life? If every child in the land could take that from his desk during his odd moments from the time he is in the second grade until he is ten years of age, would not his otherwise lost time prove an inexhaustible treasure during coming years? Each of our readers contains a little excellent poetry, but would there were more of it! At ten years the recreation book might be the Songs of Seven, High Tide, Ballads of Bravery, and some martial selections from Scott. When they enter their teens, they might commit, by the same process of unconscious absorption as I did, Locksley Hall, and Shelley's Skylark. Other favorites will occur to every one's mind.

Of course this will take money. But schools are expected to take money. Or, perhaps, if any one is thinking to build another feeble college, he might as well divide his money in this manner among the schools we already possess.

Somerville, Mass.

ALICE M. PORTER.

*To the Editor of THE SCHOOL JOURNAL:*—As a member of the New Jersey State Teachers' Association, I desire to inquire into the use of the so-called "Council of Education," that is somehow curiously involved in the meetings of our state association. What is its *raison d'être*? If it must exist why must it come squarely in the midst of the annual meeting? As you know, on Friday afternoon the association suspended operations and the council came into being! In a small state association like ours, I fail to see the necessity of a "council;" the topics discussed can be taken up by the association; they just as much concern the association as the council. And then it is far from pleasant to the body of the association to have matters they wish to discuss completely suspended. To be sure, they can go and behold a few persons assembled in a small room discussing some points that, if presented with vigor, might interest the whole body. I would advise the learned council to hold its sessions at some time that would not interrupt the association in its business.

M. H. P.

*To the Editor of THE SCHOOL JOURNAL:*—"The man in the moon" gives place, nowadays, to the man in Mars—a more possible if not tangible personage; and the students of the heavens awaited the approaching opposition of the red planet with great interest. Probably it is not generally known that a comparatively small outlay of money in the purchase of a telescope will bring within reach the bulk of the glories of the sky which are household words.

It is literally true that, for all ordinary purposes, the smaller telescopes furnish as much satisfaction as the leviathans of optical art, the Washington or the great Lick. These mammoth glasses, with their enormous light grasping power, are chiefly useful in the study of phenomena with which is associated only feeble light, but for popular studies of the Moon and the Sun; of Venus, Jupiter, Saturn; double stars, clusters and nebulae, portable telescopes of three or four inch aperture, or even less, give superb results.

How well the writer recollects the joy connected with his first attempts at astronomical observation! Not having means sufficient for the purchase of a complete telescope, he procured from the well known Philadelphia establishment of Messrs. James W. Queen & Co. a three-inch object glass, and an eye-piece which magnified one hundred diameters. These he mounted upon a board, afterward upon a tin tube, and finally adjusted them upon a respectable brass tube upon a tripod. What splendid views that glass gave of lunar mountains, volcanoes and plains; of Jupiter's belts and moons, the transits of the shadows of the moons in their eclipses of the planets being very distinct; of Saturn's rings and some of his moons, the division between the outer and second ring clearly marked; of the little companion to the pole-star and hundreds of other double stars, and clusters and nebulae without number! Then, with a dark glass screwed on the eye-piece, how pleasing were the views of sun-spots and their delicate penumbrae and associated faculae. We are nearing a maximum period of sun-spots, and two great groups are visible at this writing.

Pa.

M.



### The Horticultural Building.

North from the Transportation building and along the western bank of the lagoon will be the Horticultural building, with its great crystal dome 120 feet high and 80 feet in diameter, and with a collection beneath its almost all glass roof of the rarest and most beautiful plants from every country on the globe. The floor area of this building is about 6½ acres. The rarest specimens from every horticultural garden in the great cities of Europe, from the swamp forests of the South, and even from just below the snow line of the Alps, will be seen here. The chief of the Bureau of Floriculture, is Mr. John Thorpe. Contributions have been promised or received from the private collections of Mr. Jay Gould, Mr. George W. Childs, and others

who have spent liberally of their fortunes in the cultivation of plants and flowers. Much of the exhibition will be tools and implements for horticulture, and the most improved processes for heating greenhouses. Competitive exhibits of seeds will be carefully conducted, and are even now under way. The seeds are already planted, and the finest results secured will be exhibited during the fair. On the wooded island, facing the east front of Horticultural Hall, Mr. Thorpe will create a rose bower of about forty acres in dimensions. For this rose bower plants have been contributed by growers in ten European countries and from nearly every state and territory in the Union. Another bureau of Mr. J. M. Samuels' department will be viticulture. It is in this bureau that California particularly expects to demonstrate that it produces the finest wine in the world.



### The Machinery Hall.

Machinery Hall has been pronounced by many architects second only to the Administration building in the magnificence of its appearance. This building measures 850 x 500 feet, and with the machinery annex and power house, cost about \$1,200,000. It is located at the extreme south end of the park, midway between the shore of Lake Michigan and the west line of the park. The building is spanned by three arched trusses, and the interior presents the appearance of three railroad train-houses side by side, surrounded on all the four sides by a gallery fifty feet wide. The trusses are built separately, so that they can be taken down and sold for use as railroad train-houses. In each of the long naves there is an elevated traveling crane running from end to end of the building for the purpose of moving machinery. These platforms are built so that visitors may view from them the exhibits beneath. Machinery hall was the last building on which work was begun, and it and the Manufactures building are the only two of the great group which are not practically completed.

The dates for all the various congresses at the World's fair

have not yet been definitely fixed, but the list as it now stands, subject perhaps to some slight changes, is as follows.

- May 15. World's congress of representative women.
- May 22. Public press congress.
- May 29. Medical congresses.
- June 5. Temperance congresses.
- June 12. Congresses of moral and social reform.
- June 19. Congresses in the department of commerce and finance, including banking, boards of trade, water commerce, railway commerce, insurance, building and loan associations, and kindred organizations.
- June 29. Musical congresses.
- July 3. Literature and science.
- July 13. Education.
- August 1. Engineering.
- August 7. Congresses in the department of art, including architecture, painting, sculpture, photographic art, etc.
- August 14. Government, including law reform, patents, political science, government of cities, arbitration, and peace.
- August 21. Dentistry and pharmacy.
- September. Religion, missions, evangelical alliance, and kindred organizations.

## Supplementary.

### The Story of Arachne.

(For Supplementary Reading.)

By LIZZIE M. HADLEY, Lowell, Mass.

I am sure that most of you think a spider a very ugly disagreeable little animal, and I suppose there is something about her not quite pleasant to look upon.

But if you have heard the pretty story of Arachne, you will hardly think of Mistress Spider's long, crooked legs, and her body like a big blot of ink; and, instead of running away from her, as so many children do, you will begin to watch her while she spins her curious web, and perhaps wonder a little, if she thinks of the time when she was a pretty, young girl. For this is what the people, a great many hundred years ago, believed, and this is the story they often told to their children. They thought Arachne lived a long time ago in a country called Greece.

She was always spinning, weaving, embroidering, and making so many beautiful things that people often left their homes and went a great many miles to look at her while she worked, and to see the lovely things she had made, just as we go to look at a fine painting. Everything she made was so beautifully done that at last people began to say, "Minerva must have taught her to do the work." Now, everyone believed that Minerva was a great and wise goddess, who, of course, could do all things better than a poor little mortal like Arachne, and you would think Arachne would have been pleased when they said this.

But, no, indeed! She didn't like it at all. And she refused to listen to those who said something dreadful would surely happen to her, if she offended the goddess.

Each day her work grew more and more beautiful, and at last she became so proud of it, that she said, "Let Minerva try her skill with mine and if beaten, I will pay the penalty."

By and by some one told Minerva what Arachne had said.

At first the goddess was not angry. She was only sorry for the silly girl who dared think herself as wise as a goddess.

Then she thought she would talk with Arachne. "For," she said, "even if she will not listen to her friends she will surely heed what I say to her."

So she made herself look like an old woman and when she came to the place where Arachne was spinning, she began to talk with her about Minerva. Arachne said many silly and wicked things about her. Still the goddess was not angry, but she said, "I am an old woman, and I have seen so much of the world that I know it is not safe to talk in that way. Try your skill with mortals like yourself, but don't think you can do better than Minerva." What do you think Arachne said to the old woman who was trying to be so kind to her? Do you suppose she thanked her for giving her such good advice?

I am sure she did not, and I'm afraid she grew very cross, for at last she said rudely, "Keep your advice for your children and servants, I am not afraid of the goddess. Let her come to me if she dares to try her skill with mine."

At this, Minerva became very angry and throwing off her old woman's clothes she said, "She comes!" and sure enough, the old woman was gone and in her place stood Minerva.

When they saw her, every one, but poor, foolish Arachne, was frightened, and even she grew red in the face and I think must have wished she hadn't said quite so much about the goddess.

If she did wish so, she was careful to let no one know it, and still said, "Let Minerva try her skill with mine." Now Minerva was so angry that she no longer pitied Arachne nor tried to help her.

But, instead, she was anxious to show her how silly she was to think of doing better work than a goddess could do.

So great piles of wool of the loveliest colors, as bright as the prettiest rainbow ever seen, were brought to both of them.

Some of you may have seen people weave cloth; if you have, you know that the threads called the warp are fastened to a big, round beam in the loom.

Minerva's and Arachne's first work was to fasten their warps to the big beams in their looms, and then, how fast their shuttles flew in and out among the bright threads, weaving more beautiful pictures than had ever been woven before.

Minerva tried by her pictures to show how the gods punish mortals who offend them; while silly Arachne, who ought to have known better, on her web pictured the foolish things the gods had done. On both webs the pictures grew more and more wonderful and beautiful. Arachne's indeed, was so perfect that even Minerva admired it, though she was so angry at the subject that she struck the web and tore it in pieces. She then touched Arachne's forehead with her soft white hand.

Wasn't it wonderful, what happened then? Just that light touch did what all the talk had failed to do. It made her think of all the silly and wicked things she had done and said, and she grew so sorry that by and by she went off and tried to hang herself with some of the pretty yarn she had spun.

Minerva wished to punish her, but she did not want her to kill

herself. So, she said, "Live, guilty woman! and, to preserve the memory of this lesson, may you and your descendants hang forever." She then sprinkled her with the juice of some plant, and, still hanging in her pretty web, poor Arachne felt herself growing smaller and smaller. Her hair, nose, and ears came off; her arms grew into her sides; her fingers became legs and at last all that was left of her was a tiny head, long crooked legs and a body.

This is the story once told to the little Grecian children, and, though a great many hundred years have passed since then, you may still see Arachne, a big spider, forever spinning her web, just as Minerva meant she should do.

### Our Presidents.

Tune: YANKEE DOODLE.

George Washington is number one,  
With whom begin the story;  
John Adams then doth follow on  
To share him in the glory.  
Thomas Jefferson comes next,  
A good old man was he.  
James Madison is number four,  
Twice president to be.

CHORUS.

Our presidents, hurrah! hurrah!  
We'll give them three times three,  
And may their mem'ries ever live,  
In our hearts so brave and free.  
Dear James Monroe was next in line,  
Twice, also, did he rule us;  
John Quincy Adams served us next  
And not once did he fool us.  
Then Andrew Jackson came along,  
So famous as a soldier,  
Martin Van Buren took his place  
To act as office holder.

And William Henry Harrison  
Came next in the procession.  
He died, and then John Tyler came  
Of the chair to take possession.  
James K. Polk is on the roll,  
He was an upright man.  
Zachary Taylor followed him,  
A dozen, now, we scan.

Millard Fillmore then was called  
To rule o'er all our nation,  
And after him one Franklin Pierce  
Was called to fill the station.  
James Buchanan was the next,  
Our president to be,  
Then came Abe Lincoln, brave and true,  
A mighty man was he.

Andrew Johnson's name is next  
In the song which we are singing,  
Then comes the name of U. S. Grant,  
Let's set the rafters ringing!  
And now we've got to R. B. Hayes,  
The nineteenth name of all;  
And James A. Garfield is the next  
To answer to the call.

Chester Allan Arthur then  
Comes forth to take his place,  
And Grover Cleveland follows him,  
The next one in the race.  
Harrison, in eighty-eight,  
Was called to fill the chair.  
Oh, who will be the next one called  
To rule our country fair?

—Ex.

### If and Perhaps.

If every one were wise and sweet,  
And every one were jolly.  
If every heart with gladness beat,  
And none were melancholy;  
If none should grumble or complain,  
And nobody should labor  
In evil work, but each were fain  
To love and help his neighbor—  
Oh, what a happy world 'twould be  
For you and me—for you and me!

—Selected.

Characteristics of Hood's Sarsaparilla: The largest Sale, the most Merit, the greatest Cures.



## Important Events, &c.

The "Current Events" given below have been especially written for use in the school room. They are selected from OUR TIMES, published by E. L. Kellogg & Co.; price 50c. a year.

### News Summary.

- AUG. 1.—Signs of renewed activity at Mount Etna.
- AUG. 2.—Celebration of the 400th anniversary of the departure of Columbus from Palos begun.—Aggression of the Russians in Pamir causes much stir in London.—U. S. cruiser *Boston* ordered to Honolulu.—Death of Gen. S. S. Frey, a veteran of the war, at Louisville.
- AUG. 3.—Cholera decreasing in Russia.—A wall paper trust formed.
- AUG. 4.—Coal deposits found near Potsberg, Bavaria.—Archbishop Ireland to be made cardinal.
- AUG. 5.—Congress adjourns.—Afghans take captured Russians in chains to Cabul.—Revolutionists organizing an expedition against Cuba.—The appropriation bill for the World's fair signed by the President.—All the tariff bills of the House killed in committee by the Senate.
- AUG. 6.—A renewal of activity at Mt. Etna.—Cholera spreading westward from Russia.
- AUG. 8.—Garza attempting another revolution on the Texan border.—Honduran rebels defeated.
- AUG. 9.—The actions of Minister Egan and others in Chile to be investigated.—The Pennsylvania railroad forced to join the anthracite coal combine.
- AUG. 10.—Several earthquake shocks felt on the banks of the Rhine.—Venezuela in a state of anarchy.—Yellow fever at Tampa, Fla.

### IS MARS INHABITED?

Early in August the planet Mars was in opposition; that is, the sun, earth, and planet were in line with the earth between the others, and, as near Mars as it is possible to be—35,100,000 miles. Mars was therefore a prominent object in the heavens and brighter even than Venus was last June. Astronomers all over the United States, and, in fact, all over the world turned their telescopes to the planet to decide, if possible, if certain remarkable assertions made in regard to it were true. An Italian astronomer named Sciaparelli with a telescope of moderate size had claimed to discover canals that were evidently artificial, and it had also been asserted that as Mars had an atmosphere and water it was probably inhabited. Much was expected of the work to be done with the great 36-inch telescope of the Lick observatory aided by photography. This great instrument distinctly showed Sciaparelli's canals and revealed the snow caps on the poles of the planet. Certain bright spots were seen on the Martian mountains which have not been satisfactorily explained.

Among the most interesting of the observations were those of the moons of Mars. These two satellites are named Deimos and Phobos, or Death and Terror, the former being the nearer and the larger of the two. They are respectively twelve and eight miles in diameter. So much more rapid is the revolution of Phobos than the rotation of Mars that it rises in the west and sets in the east. This is the single exception, Phobos being the only known body in the solar system rising in the west. The distance of the inner satellite from Mars is 4,000 miles and of the outer one 12,000. The most conservative astronomers now believe that Mars is habitable, but say that there is not sufficient proof that it is inhabited.

### THE SANGIR VOLCANIC ERUPTIONS.

Early in June a series of violent volcanic eruptions took place on Sangir, one of a chain of islands lying near the Philippines. There was a flood of lava and ashes lasting two days. Whole villages were destroyed, and cocoa and nutmeg plantations everywhere were ruined. Hundreds of bodies of the natives were picked up on the shore and some were found floating far out in the sea. It is estimated that 10,000 lives were lost.

CRUSHED BY A GLACIER.—The Bionnassay glaciers, which extend along the northwest side of Mont Blanc, became detached recently and fell into the mountain torrent, carrying away the hamlet of Bionnassay and filling the torrent with masses of ice. These formed a dam which in a short time was swept away and the waters burst like a cataract into the stream of Bon Nant, which passes through the village of St. Gervais. This and the village of Le Fayet, lying in the valley, were destroyed. The loss of life was very great.

## New Books.

Prof. A. Judson Eaton, of McGill university, has supplied a need long felt in classical teaching by preparing *Latin Prose Exercises* based upon Livy, Book, XXI. These exercises are intended to be preliminary to Latin composition after the style of Livy. The method of study recommended consists of short oral exercises in connection with each chapter, and after a thorough study of several chapters the taking up of the written exercises. Exercises graduated in difficulty, and of a more complex and less literal character, follow; also extracts from leading historians parallel to some extent in subject and style to Livy. Then composition exercises are continued in connection with sight reading. References are given to the grammars of Allen and Greenough and Harkness, and there is an appendix containing suggestions to students, notes, etc. (Ginn & Co., Boston.)

In a pamphlet of 163 pages, entitled *Pedagogics Applied to Arithmetic*, Prof. Carlton M. Ritter, of the Chico (Cal.) normal school gives some methods that he has found useful in teaching that subject during his eighteen years' experience. While all will acknowledge the great importance of arithmetic, it will be seen that it should be so taught that it will not encroach too much on the time to be devoted to other studies. Prof. Ritter shows how to economize the time of the pupil in acquiring the necessary knowledge of arithmetic. Teachers of this subject will find much in this book suited to their needs. (Leroy S. Atwood, printer, Stockton, Cal.)

A book intended primarily for those who learn German for commercial purposes is found in *Introduction to Commercial German*, by F. Coverley Smith, B. A., assistant master in the high school, Nottingham. The words and phrases, therefore, are to a large extent taken from the language of business life. In the general outline the Progressive German course of Mr. Fasnacht has been followed. In this country, as well as in England, German is valuable to those engaged in commercial pursuits, and therefore a wide demand for this little book is assured. (Macmillan & Co., London and New York. \$1.00.)

Mary E. Burt has prepared *The Story of the German Iliad, "The Nibelungen Lied,"* for use as a reader in the sixth and seventh grades of school. The study of this great Northern epic cannot be begun at a better time than in childhood when the memory is strong and the imagination vivid, and Miss Burt's interpretation of it is simple and charming. In a fascinating style she brings out the grand and beautiful points of the story. By reading this volume the pupils may become acquainted with the characters of Brunhilda, Siegfried, Gunther, and other mythological personages and there lay a foundation for the understanding of literature and art. The myths regarding Prosperine, Phœbus Apollo, and Perseus are also related to show the resemblance between them and those of the Northern land. The book is red-edged and is bound in bluish gray cloth, with a mythological figure, the title, and the name of the author on the front cover. There are numerous initial, full-page, and other illustrations. Miss Burt's literary effort has certainly fared well in the hands of the artist, the printer, and the bookbinder. (Effingham Maynard & Co., New York.)

In a volume entitled *The Evolution of Love*, Dr. Emory Miller gives a brief outline of his conception of Being, infinite and finite. Being as perceived, as conceived, and as conditioned comprise the chapters of Part I. In Part II, he treats of creation, the genesis of evil, the solution of evil, atoning fact, the revelation of atoning fact, and eschatology. It is evident on every page that the author has earnestly sought the truth concerning these great questions and he treats them reverently and not dogmatically. (A. C. McClurg & Co., Chicago. \$1.50.)

*The Dramatic Action and Motive of King John* is a volume of 112 pages containing a prize essay of a young lady named Clara French, written while she was a student at Cornell university. Like Keats she was stricken down at the age of twenty-five "just as she promised something great" in literature; or, if not that, something better—a useful life in the educational field. There is an appreciative sketch of the author by Vida D. Scudder. The essay on King John is much above the average of such productions. Miss French had not only read Shakespeare's play appreciatively, but had the analytical faculty to show wherein it meets the requirements of art. The frontispiece is a fine portrait of Miss French. (Riverside Press, Cambridge.)

William Bradford Dickson seems to have adopted the right course in his little book, entitled *Modern Punctuation*. His idea is to give the best usage of the present day. Therefore he has not placed before the reader a list of rules; but has given examples to show how the various punctuation marks are used in actual practice. It has been the experience of many a student to learn all

the rules, only to find in practical work that he knew very little about punctuation. The fact is, the typewriter, stenographer, or proof-reader who depends on rules altogether will miserably fail. Here, as in all other lines of endeavor, intelligence counts. In order to punctuate a complex sentence correctly one must understand it. It will be seen how often, in practice, one will be required to use his judgment. The author, in these pages, gives brief remarks on the different punctuation marks, abbreviations, suggestions, a list of business and technical terms, etc. It is a most helpful little book. (G. P. Putnam's Sons, New York and London. 75 cents.)

*A History of Education in Indiana*, by Richard G. Boone, A. M., Ph. D., professor of pedagogics in Indiana university is a sketch of the rise and development of education and educational agencies in that state, chiefly since 1816. He has done a work that ought to be performed for every state in the Union. Some of them have abundant records of educational work. Books on this subject were rather meager in the Indiana archives, and hence this volume will be greatly prized not only by the teacher of to-day, but by the future historian. Among the subjects considered are territorial acts relating to education, constitutional and legislative provisions, attempts at school systems, seminaries, and academies, private and incorporated seminaries, Caleb Mills and the law of 1849, the school law of 1852, origin and history of the common school fund, permanent funds, the law of 1873, the present system, libraries, the state's superior institutions, the training of teachers, denominational colleges and academies, etc. It will be seen that all classes of schools—public and private, primary, secondary, and higher—have been covered. In the 448 pages in the

volume is a wonderful amount of information very much condensed and admirably classified. The author's comments are such as show he has studied his subject in all its bearings. (D. Appleton & Co., New York.)

Prof. Jno. Lesslie Hall, of the College of William and Mary, has translated from the Heyne-Socin text the Anglo-Saxon epic poem *Beowulf*. Modern measures have been employed, for, as the author says, "a close reproduction of Anglo-Saxon verse would, to a large extent, be prose to a modern ear." He hopes to please the Anglo-Saxon scholar by adhering faithfully to the original, and to interest the student of English literature by giving him in modern garb, the most ancient epic of the race. Even in its present form the reader will find the verse strange enough, but there is a rude melody that pleases the ear when one has become used to it. This together with the sublime conceptions, given in graphic language, will render this edition of the poem welcome, especially to those who are not prepared to delve into the original text. The book is furnished with marginal notes and foot-notes, and the lines in each book are numbered. Other features are a bibliography of translations, a glossary of proper names, etc. The volume is well suited for reading in literature classes. (D. C. Heath & Co., Boston.)

*The Erl Queen* is a novel translated from the German of Nataly von Eschstruth, by Emily S. Howard. As the title indicates there is a free play in the story of delicate fancy, while the human interest is also strong. The picture of high-bred German society is well drawn and attractive. The volume has several fine illustrations. It will be popular for summer reading. (Worthington Co., New York.)

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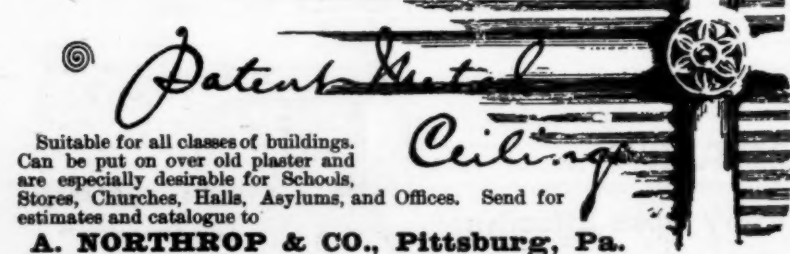
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## Publishers' Desk.

The writer has just returned from a trip through the Adirondacks, going and returning on the Steamer *Drew*, of the People's Line. Both ways it was his misfortune to strike the extremely warm weather and the change from the hot and dusty train to the cool and delightful boat was charming. The steamboat train landing directly at the dock; it was only a step to the boat where every attention was given to the tired traveler. After an appetizing meal served with dispatch and very moderate prices and a seat on the forward deck until eleven o'clock, the increased coolness obliged him to retire where a sound unbroken sleep lasted until our arrival at the dock in New York. The writer can recommend no pleasanter way of travel than the People's Line of Steamers to Albany.

The New York and Boston houses of the Prang Educational Company both changed their quarters in May, needing more room than was available at the old locations. The Boston office is now at 646 Washington street, opposite Boylston. The building is one of the finest new business blocks in that part of the city. The rooms include the whole of the fourth floor—8,000 feet—with the exhibition rooms, offices, and counting-rooms. The directors and instructors in the Normal Art Classes (by correspondence) had also been much inconvenienced by the limited rooms on Park street, and this change enables them to carry on their constantly increasing work under much more favorable circumstances. The large exhibit of work in form study, drawing, and color shown at the New York State Teachers' Association, and the National Educational Association meetings last month will be put up in the Boston rooms for the examination of teachers and school officers.

What one would have to search for through a great many volumes is found in *The Teachers' and Students' Library*, published by T. S. Denison, 163 Randolph street, Chicago. It has been before the public for ten years with continually increasing popularity. Teachers find it of great service in preparing for examinations or for daily use in the school-room. It is endorsed by twenty state superintendents and thousands of teachers. The new edition is revised to date.

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J. S. Ogilvie, 57 Rose St., New York, has just published a series of seven numbers of Readings and Recitations. They are called Ogilvie's One Hundred and Ten New Recitations and Readings, and are sure to become popular. The price is twenty-five cents a copy but as a special inducement he will send the whole seven numbers on receipt of \$1.00.

Patrick's Language Text-Books have points that teachers would do well to consider. His Lessons in English is inductive in plan, concise in statement, furnishes much work for the pupil of a high quality, and is free from confusing comment. The Essentials of English substitutes illustration for the usual comment and sentence building for the usual technicalities, is based on the topical plan, and gives an abundance of exercises and drill work. For further information regarding these books address A. Flanagan, 262 Wabash avenue, Chicago.

The new down town passenger depot of the New York, Ontario & Western Railway, at the foot of Franklin street, New York, opened for business on Monday, August 15, 1892, with ferry connection between that point and Weehawken. The ferry service which has been temporarily running between Weehawken and the foot of West 13th street, New York, was withdrawn after August 14, 1892.

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